DOCUMENT RESUME

ED 241 483 SP 023 898

AUTHOR Chickering, Arthur W.
TITLE Integrating Liberal Education, Preparation for Work and Human Development: Implications for Teacher Education.
PUB DATE 3 Feb 84
NOTE 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).
AVAILABLE FROM Center for the Study of Higher Education, Memphis State University, Memphis, TN 38152 ($3.00).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cognitive Development; *Communication Skills; Coping; *Developmental Stages; Educational Objectives; *Education Work Relationship; *General Education; Higher Education; Interpersonal Competence; Moral Development; Preservice Teacher Education; *Teacher Education Programs; Teaching Methods

ABSTRACT

There has been a long-standing debate about the proper relationships between teacher preparation and liberal education. The current wave of concern about the quality of teacher preparation, combined with enrollment declines in colleges of education, has led to major reorganization in some institutions which have moved significant portions of the teacher preparation curriculum into colleges of arts and sciences. Research and theory concerning success at work and human development involves a set of clearly identifiable cognitive skills, interpersonal skills, and motivational characteristics. Basic competencies for teachers, such as those outlined by an Interim Commission as part of the Tennessee Better Schools program, must be integrated with the goals of liberal education. The generic and transferable competencies and personal characteristics which result from this integration are essential requirements for effective teaching. In addition, research concerning human development, and in particular ego development, is also highly congruent with the basic perspectives supplied by these analyses. These conceptions concerning human development reveal concrete implications for choosing specific educational practices in higher education and in colleges of teacher education. (JMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Integrating Liberal Education, Preparation for Work and Human Development: Implications for Teacher Education[1]

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Arthur W Chickering
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Arthur W. Chickering
Director
Distinguished Professor of Higher Education
Center for the Study of Higher Education
Memphis State University
Memphis, Tennessee

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED241483

There has been a long standing debate about the proper relationships between teacher preparation and liberal education. The current wave of concern about the quality of teacher preparation, combined with enrollment declines in colleges of eduation, have lead to major reorganization in some institutions which have moved significant portions of the teacher preparation curriculum into colleges of arts and sciences. It seems appropriate, therefore, to have another run at this debate. My task is to bring to bear perspectives from research and theory concerning success at work and human development to see whether we get any new perspectives on this recurring problem.

I start by putting in front of us one description of the basic competencies for teachers outlined by an Interim Commission as part of the Tennessee Better Schools program. We then look at some basic descriptors of liberal education and information from research and theory concerning success at work. It is my contention that the generic and transferable competencies and personal characteristics which result from this analysis are essential requirements for effective teaching. Finally, we turn to research and theory concerning human development, which turns out to be highly congruent with the basic perspectives supplied from the prior analyses. These conceptions concerning human development in turn move us to some concrete implications for educational practices in higher education and in our colleges of teacher education.

Insert Figure 1 about here

Figure 1 lists the competencies and indicators for teacher preparation set forth as part of the Tennessee Better Schools program. There are six major areas: (a) Prepares for instruction effectively, (b) uses teaching strategies and procedures appropriate to

SP023898

[1]Prepared for the 1984 AACTE Annual Meeting, San Antonio, Texas, February 3, 1984

the content, objectives and learners, (c) uses evaluation to improve instruction, (d) manages classroom activities effectively, (e) establishes and maintains a professional leadership role, and (f) communicates effectively. These areas are translated into more detailed behaviors. The language is simple and straightforward. To carry them out, however, requires high level cognitive skills and interpersonal competence. To act on them day in and day out, week in and week out, year in and year out, under the conditions faced by most classroom teachers, requires powerful motivation and a strong sense of professional integrity.

With these basic competencies and their underlying requirements in mind, let us turn to the areas of liberal education and to research and theory concerning success at work.

Liberal Education

Let me start by sharing one of the first, and in my judgment, one of the best definitions of liberal education. It is Cardinal Newman addressing The Idea of a University in his historically significant work published in 1852.[2]

> "A University training . . . aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration . . . at facilitating the exercise of political power, and refining the intercourse of private life. It gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accommodate himself to others, how to influence them, how to come to an understanding with them, how to bear with them. He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse, he is able to listen; he can ask a question pertinently and gain a lesson seasonably when he has nothing to impart himself . . . he is a pleasant companion and a comrade you can depend upon. . . . He has a repose of a mind which lives in the world, and which has resources for its happiness at home when it cannot go abroad."

That paragraph is hard to match for eloquence. Take it apart and you have the key objectives of liberal education. Let me make some connections between Newman's words and the more impoverished jargon of our bulletins and mission

---

[2] Newman, J. H., Cardinal. The Idea of a University, Christian Classics, Inc., Westminster, Maryland, 1973, pp. 177-178.

statements. Read "a clear conscious view of his own opinions and judgments, a truth in developing them," and we have clarity of values and integrity. "An eloquence in expressing them, and a force in urging them," gives us communication skills. Read, "to see things as they are, to go right to the pint, to disentangle a skein of thought, to detect what is sophisticated, and to discard what is irrelevant," and we have critical thinking skills--analysis, synthesis, and evaluation--those higher levels of Bloom's Taxonomy of Educational Objectives in the Cognitive Domain. "To fill any post with credit and to master any subject with facility," speaks to preparation for work and learning how to learn. "He is at home in any society, he has a common ground with every class," calls for cultural sophistication and cross-cultural understanding. "How to accommodate himself to others, throw himself into their state of mind, bring before them his own, come to an understanding, bear with them," gives us empathy, understanding, and respect for others. "A pleasant companion and a comrade you can depend on," proposes a loyalty and intimacy which goes beyond mere understanding and tolerance. And, finally, "a repose of mine which lives in itself, while it lives in the world" refers to our basic sense of self in a social and historical context.

Communication skills, critical thinking, preparation for work, learning how to learn, cultural sophistication and cross-cultural understanding, empathy, understanding and respect for others, loyalty and intimacy, sense of self in a social-historical context--not a bad list. Each of us undoubtedly would add or amend depending upon our particular institution and students; computational skills, for example, are noticeably absent. But perhaps this list will serve for now as we turn to preparation for work.

Preparation for Work

Today the center of the work force is the "service worker" and the "knowledge worker." That shift is vividly documented by Eli Ginsberg: "Almost the entire growth in post-World War II employment has been in the service sector. Among the goods-producing industries, only construction shows any sizeable increase. Agriculture declined by more than half, from some 7.6 to 3.5 million, mining declined by approximately one third, from 995,000 to 572,000, manufacturing--the backbone of the economy--showed only a small absolute

increase: approximately a third, from 15.6 to 20 million, which meant that its share of total employment dropped from about 27 percent to 21 percent. . . ."[3].

A major concomitant of the expansion of the services sector has been increased demand for professionals in education, health, management, science, engineering, and many other fields. The foundation of an advanced service economy is trained and well educated persons, because the key to effective service is quality, not quantity. Achieving high-quality service is more complicated than producing high-quality goods. Given human complexity and orneriness, it is difficult to develop solutions and formulate that work for large numbers. A television set is a complex instrument, but producing high-quality sets in large numbers is much easier than producing high-quality programming. Designing high-powered automobiles, fast trains, and supersonic airplanes requires high-level technological skills and scientific knowledge, but we are far from designing environments and related transportation systems that effectively serve human needs. In fact, in some cases we are losing ground. Motor trucks average six miles an hour in New York City traffic today, as against eleven miles an hour for horse-drawn trucks in 1910. And given the escalating ratio of divorces to happy, solid marriages, it looks as though putting a chicken in every pot is easier than having a congenial family dinner.

These changes require a shift in the way we think about work and jobs. Green puts it this way,[4].

> ". . . if we are to understand the relation between education and work we need to mark a sharp distinction between work and job. There is an enormous differnce between the person who understands his career as a succession of jobs and a person who understands the succession of jobs he has held as all contributing to the accomplishment of some work.
>
> . . . This distinction between work and jobs is essential for understanding the problems of modern work life. What is often referred to as alienation from work is seldom that. It is rather, alienation from the job structure of modern society. . . . Work is basically the way that people seek to redeem their lives from futility. It therefore requires

---

[3]. Ginsberg, E. The Pluralistic Economy of the U. S., Scientific American, 1976, 235(6), pp. 25-29.

[4]. Green, T. F. Ironies and Paradoxes. In Dychman W. Vermilye (Ed.), Relating Work and Education. San Francisco: Jossey-Bass Inc., Publishers, 1977, pp. 42-44.

> the kind of world in which hope is possible, which is to say, the kind of world that yields to human effort. A world in which these conditions are unsatisfied is a world filled with labor, but without work--a world perhaps with "free time" but without leisure.

With this perspective on the distinction between work and jobs, we are positioned to address the kinds of competence required in preparation for work. For answers we draw from a considerable body of research which identifies the skills, abilities and other characteristics required for effective work. George Klemp and his associates have made major contributions. Their approach involves three steps: (a) identify successful individuals in a variety of occupations and professional roles, (b) find out what they are doing that makes them successful, and (c) examine how and why they are doing what they do. They have studied diverse career areas: human services, military services, alcohol abuse counseling, small businesses, police work, sales, process consulting, civil service, the State Department, and industry management. Their research involves direct observation, interviews, and direct assessment. What did they find?[5].

> "Our most consistent--though unexpected--finding is that the amount of knowledge one acquires of a content area is generally unrelated to superior performance in a occupation and is often unrelated even to marginally acceptable performance. Certainly many occupations require a minimum level of knowledge on the part of the individual for the satisfactory discharge of work-related duties, but even more occupations require only that the individual be willing and able to learn new things. . . . In fact, it is neither the acquisition of knowledge nor the use of knowledge that distinguishes the outstanding performer, but rather the cognitive skills that are developed and exercised in in the process of acquiring and using knowledge. These cognitive skills constitute the first factor of occupational success."

What are the cognitive skills that are most important to success at work?

1. "Information processing skills related to learning, recall, and forgetting."

2. "Conceptualizing skills" (which) enable individuals to bring order to the informational chaos that constantly surrounds them . . . such skills go beyond an ability to analyze . . . they involve an ability to synthesize information from a prior analysis."

---

5. Klemp, George O. Jr. Three Factors of Success. In Dychman W. Vermilye (Ed.), Relating Work and Education. San Francisco: Jossey-Bass Inc., Publishers, 1977, p. 103.

3. "The ability to understand many sides of a controversial issue." (Persons with this skill can resolve information conflicts better than person who can't conceptualize in this way. Persons without such skills typically resolve conflicts by denying the validity of other points of view and are ill equipped to mediate disputes or to understand what their positions have in common with the positions of others.)

4. "The ability to learn from experience . . . the ability to translate observations from work experience into a theory that can be used to generate behavioral alternatives."

The second major factor linked with success in the world of work involves interpersonal skills. And what are these?

1. "Communications skills." "Fluency and precision in speaking and writing is important, of course, but often it is the nonverbal component of communication both in sending and receiving information, that has the greater impact."

2. "Accurate empathy . . . defined as both the diagnosis of a human concern (based on what a persons says or how he or she behaves) and as an appropriate response to the needs of the person. . . . Accurate empathy helps clients and coworkers understand what is being said or done in a way that makes them feel they are understood. There are three aspects to this skill . . . positive regard for others . . . giving another person assistance either solicited or unsolicited, that enables the other person to be effective . . . ability to control impulsive feelings of hostility or anger that, when unleashed on another person, make that person feel powerless and ineffective."

But these cognitive and interpersonal skills do not by themselves guarantee effectiveness. The third critical factor found was motivation. Klemp describes this factor like this.

> Recent research strongly suggests that cognitive initiative--the way one defines oneself as an actor in the motive-action sequence--is an important variable. This variable describes a person who habitually thinks in terms of causes and outcomes as opposed to one who sees the self as an ineffective victim of events that have an unknown cause. It has been empirically demonstrated, for instance, that women who think of themselves in terms of cause-action-effect sequences are more successful in careers ten years after college than women who do not think of themselves as the link in the cause-effect chain.[6] Our own analysis of complex managerial jobs and the people

---

[6] Stewart, A. J., and Winter, D. G. "Self-Definition and Social Definitions in Women," Journal of Personality, 1974, 42, pp. 238-259.

> in them has shown that a person who takes a proactive stance, who initiates action and works to dissolve blocks to progress, will, with few exceptions, have the advantage over a person who is reactive, who does not seek new opportunities, but sees the world as a series of insurmountable obstacles.

To sum up then, effective performance in the world of work involves a set of clearly identifiable cognitive skills, interpersonal skills and motivational characteristics.

To what extent are these kinds of competence and personal characteristics consistent with those typically taken as the aims of liberal education? Figure 2 compares Newman and Klemp. There seems to me to be striking agreement. This agreement strongly supports higher education's traditional response concerning liberal education and preparation for work. Can liberal education and preparation for work be separated? Is it possible to address one major purpose effectively without addressing the other? The answer clearly is "No." Must liberal education and preparation for work necessarily be integrated if the ends of both are to be soundly achieved? The answer clearly is "Yes."

Insert Figure 2 about here

With the close correspondence between desired outcomes for liberal education and the competence and personal characteristics required for effective work, we are ready to ask, "Are there conceptual frameworks and organizing principles which can provide useful guides for today's students and institutions? " I believe there are. I find them in the research and theory concerning human development and learning. Jane Loevinger's conceptions concerning ego development provide one of the most comprehensive formulations currently available. "Ego development" is a good place to begin because it is a "master trait" whose different structures heavily influence other major areas.

Table 1 presents Loevinger's basic sequence of successive developmental structures, each of which comprises an "interwoven fabric of impulse control, character, interpersonal relations, conscious preoccupations and cognitive complexity . . ."

Insert Table 1 about here

If we examine Loevinger's table we see that she is actually describing the interactions among developmental sequences which address the major kinds of competence and

personal characteristics associated with liberal education and effective work. The developmental sequences labeled Conscious Preoccupations and Cognitive Style describe in more detail the kinds of changes necessary to achieve high level communication skills, critical thinking ability, information processing and conceptualizing skills, and the ability to understand many sides of a complex issue. The sequences labeled Impulse Control, Character Development and Interpersonal Style describe the kinds of changes necessary for cross-cultural understanding, empathy, understanding and respect for others, positive regard for others, giving assistance and controlling impulsive feelings. The sense of self in a social and historical context, clarity of values and integrity, the capacity to define oneself as an actor, to exercise cognitive initiative and to be pro-active all depend upon reaching at least the Conscientious stage of development. These qualities gain increased solidity and strength at the Autonomous and Integrated stages. It also seems clear to me that the kinds of competencies and indicators set forth in Figure 1 concerning teacher preparation require the cognitive style, interpersonal style and character development associated with the Conscientious stage and above. If that assertion is correct, the question becomes then, "How can we help our teachers reach that level of personal development?"

What are the implications for education, thought of in these terms, when we take these major dimensions of human development as the underlying competencies and personal characteristics which must be addressed? First, in addition to the substantive "content" of ego development, there are four key principles that we need to recognize. First, ego development does not consist of four separate dimensions. There is just one dimension and the four columns describe the elements of a single coherent process.

Second, each stage is additive; it is a structural transformation of the ingredients of earlier stages. Ice, water, and steam are basically H_2O, but their structural characteristics, the interactions among the molecules, their external form, the conditions which create and sustain them, their impact on their environment, vary greatly. So also do the transformations of these four major elements of ego development as one moves from stage to stage.

Third, "ego development is at once a developmental sequence and a dimension of individual differences in any age cohort."[7] Age and stage are not highly correlated. This means that these conceptions are pertinent descriptors of individual differences among typical college age students as well as among diverse adults throughout the life cycle. Therefore, the implications are as pertinent not only for those of us who teach undergraduate, entry level students, but also for those of us concerned with graduate programs or with in-service education for experienced professionals.

Finally, Loevinger is explicit that developmental stage is not necessarily associated with increased happiness, adjustment or mental health. She says,

> "There is a temptation . . . to assume that the best adjusted people are those at the highest stages. This is a distortion. There are probably well adjusted people at all stages . . . Probably those who remain below the conformist level beyond childhood can be call mal-adjusted . . . Some self-protective, opportunistic persons, on the other hand, become very successful . . . Certainly it is a conformist's world, and many conformists are very happy with it though they are not all immune to mental illness.
>
> Probably to be faithful to the realities of the case one should see the sequence as one of coping with increasingly deeper problems rather than as the successful negotiation of solutions."[8]

These principles have powerful implications for education. They make explicit several things that many good teachers have long recognized:

1. Development in the "cognitive" and "affective" domains is inextricably linked; impulse control and character development, interpersonal style and competence, conscious preoccupations and motivation, are closely related to cognitive styles and complexity. Full development in one area is difficult to achieve without concomitant development in the other major areas.

2. Learning and human development is "additive". It always occurs out of the context of our past history, personal characteristics and current motives; it is always based on what we already know and can do. This makes information about the knowledge and competence gained from work and life experiences especially critical in designing effective education

---

[7] Loevinger, J. Ego Development. San Francisco: Jossey-Bass Inc., Publishers, 1976, p. 13.

[8] Loevinger, J. Measuring Ego Development. San Francisco: Jossey-Bass Inc., Publishers, 1970, p. 7.

for older students. That is why the assessment of experiential learning and educational planning based on that assessment has become a major issue with increasing numbers of older students and with increased concern for lifelong learning.

3. In any group of persons, of similar age or of different ages, there will be a substantial range of individual differences in developmental stage and in the complex interrelationships among cognitive style and competence, motivation, interpersonal styles and competence, impulse control and character development. That is why various approaches to individualized education, self-paced instruction and the like have gathered such force during the last decade.

4. Being better educated, more complex, more competent at a higher stage of development does not automatically lead to greater happiness or better "adjustment" or mental health. It typically means perceiving and coping with more complex problems; it does not mean that we are necessarily more successful in solving them.

If these developmental principles are sound, and all the evidence concerning human development and learning indicates that they are, then the close relationships between the outcomes desired for liberal education and the competence and characteristics required for effective work become less surprising. And it becomes quite evident that the separation of liberal education and preparation for work is indeed unwise, if not impossible.

The basic point then is that when we talk about achieving the ends of liberal education and about effective preparation for work, we are tackling the bedrock task of human development. If we can recognize that fact and become more knowledgeable about conceptual frameworks concerning human development, such as those presented by Loevinger and others, then we will find a source of suggestive insights which can help us achieve these critical aims of higher education more effectively with each of the diverse students we serve.

Insert Figures 3 and 4 about here

Let me illustrate this potential by considering in more detail some of the implications of Loevinger's conceptions concerning ego development for student orientations

toward knowledge and learning and for various educational practices. Figures 3 and 4 suggest some of these implications.

The basic point made by these figures is that different motives for learning, orientations toward knowledge, educational practices, student-faculty relationships and methods of evaluation are systematically linked in ways that are consistent with different levels of ego development. The problem is that many institutions are only oriented toward one or two developmental levels although their students span the full range. The educational practices and resources at most institutions are almost exclusively oriented toward the opportunistic, conforming to persons and conforming to rule levels of ego development. They put a premium on memorization and getting right words in the rote order. They treat education as though it were a commodity, a collection of discrete, fragmented items, packaged in standard sized boxes, sold by the Carnegie unit. The supermarket is the dominant metaphor; marketing experts discuss next year's "offerings" in the light of shifting student interests and styles.

Take any ten institutions at random. How many curricula, courses, classes and examinations help students build knowledge from personal experiences and personally generated syntheses and paradigms? How many teachers help students not only acquire basic concepts, competence and knowledge, but also help them apply that competence in responsible action settings or use those learnings to make better sense of life and of themselves, to generate personal insights through subjective and dialectical processes.

Most institutions and teachers treat truth as objectively real, given by authority, or "discovered" by logical or scientific analyses. Conceptions concerning the nature of knowledge, where it comes from and how it is to be used emphasize acquiring information or competence in order to satisfy immediate needs, obtain recognition, do a job or fill a role. Unfortunately, these allegations apply as strongly to colleges of teacher education as they do to typical colleges of arts and sciences.

These relationships become more apparent when explicit teaching practices, student-faculty relationships, and orientations toward evaluation are examined. The lecture-examination system as often practiced is responsive to the self-protective, dependent,

opportunistic, and conforming-to-persons levels of ego development. The key dynamic here is the comfortable fit between the student's disposition to identify with persons in authority, to accept their definitions of right and wrong, to avoid punishment by deferring to their power; and the teacher's assertion of authority, an emphasis on dispensing information for students to memorize, and use of exams to punish wrong answers and reward right ones. When the lecture-examination approach goes beyond the personal authority of the teacher and makes use of more abstract authority, as often is the case, then the approach moves to an authority, rule and social order oriented level. Here it is the system that defines right and wrong. The same authoritarian or authoritative dynamic occurs except that it is more generalized. Of course, lectures can also provide opportunities for the teachers to model skills of analysis, synthesis, and evaluation, and to ask students to go through similar exercises. There also are many "right answers" useful for many students. So we need to recognize the potential values of this approach as well as the limitations that characterize typical practices.

Socratic dialogue, or teacher-led discussions, respond to the opportunistic and conformist levels. They provide rich information about the teacher's views and permit students to shape their own responses accordingly, receiving immediate rewards through the satisfying exchanges that result. "Open," "leaderless," "learner-centered" discussions often suit the conformist level when sensitivity, pleasing and helping others, acceptance of group decisions are called for. Programmed learning, correspondence study, and most other forms of "mediated instruction" currently used fit well the authority, rule, and social-order orientation.

Contract learning can take two forms. In one form the objectives are set by the student; the time, activities, and criteria for evaluation result from negotiations between the student and teacher. The contract is a commitment to the plan developed, and the plan is to be held to throughout unless major events call for renegotiation. This approach to contract learning best fits the individualistic and autonomous stages of ego development. In the second form of contract learning the student, with or without help from the teacher and others, defines the objectives, time, activities, and

criteria for evaluation. The "contract" may be quite specific or very general. In either case it will be held to flexibly and modified in the light of experience as it is pursued. This approach to contract learning best fits the integrated stages.

These different teaching practices also are expressions of different approaches to student-teacher relationships and evaluation. The teacher as an authority, transmitter, socializer, judge, who carries sole responsibility for evaluation, best fits the self-protective and opportunistic stages. Where the teacher is a model, known well enough to permit student identification, and where evaluation includes fellow students as well as the teacher, the fit is with the conformist and conscientious-conformist stages. In programmed learning and other forms of mediated instruction, the teacher is an abstraction behind the system. Criteria for evaluation are specified by the system and responses are usually mechanically scored. In contract learning the teacher is a resource person who contributes to planning and evaluation. The relationship may be more or less collegial, and the student may carry more or less responsibility for defining the program and for evaluation, depending on the approach used. The student-faculty relationships and approaches to evaluation in contract learning best fit the autonomous and integrated stages of ego development.

Any institution, discipline or professional preparation curriculum, will have students at all these developmental levels. Because of this diversity we cannot simply pitch our teaching practices at a particular stage. Many opportunistic and conformist students come to higher education with important immediate and instrumental purposes that deserve to be met. These purposes should not be ignored; these students should not be turned away and turned off. But neither will their needs be fully served if they are not helped to see more clearly the developmental dynamics by which they are more generally governed. Alternatives also need to be created that serve students at more complex levels of development but neither can an institution limit itself simply to these more complex levels. We must be responsive to the full range of stages brought to us by the students we aim to serve.

Our colleges of education should be setting the pace in helping higher education increase its capacity to help students achieve these developmental changes and acquire the cognitive skills, interpersonal competencies and motivational characteristics required for success at work and called for by our liberal education objectives. We should be addressing those objectives ourselves through our own teaching practices, practicum experiences, evaluation systems and student-faculty relationships. We should be modeling the full range of instructional alternatives and making those available to all our students throughout the curriculum. We seldom do. But I believe we can. By doing so we will provide educational environments which sharply increase the competence of our teachers, and we will provide the kind of leadership for the rest of higher education that is desperately needed.

Figure 1

SUMMARY OF COMPETENCIES AND INDICATORS

I. Prepares for instruction effectively

- A. Establishes appropriate instructional goals and related objectives consistent with the curriculum.
- B. Prepares instructional plans and materials incorporating principles of effective instruction
- C. Creates, selects or modifies instructional plans and materials to accomodate learner instructional levels

II. Uses teaching strategies and procedures appropriate to the content, objectives and learners.

- A. Provides a clear description of the learning task and its content
- B. Monitors learner understanding and reteaches as necessary
- C. Provides learners appropriate practice and review
- D. Establishes and maintains learner involvement in the learning task

III. Uses evaluation to improve instruction.

- A. Uses information about learner performance to improve the instructional process
- B. Reports learner status and progress to learners and their parents

IV. Manages classroom activities effectively

- A. Establishes and maintains appropriate learner behavior
- B. Establishes and maintains a classroom climate conducive to learning
- C. Makes effective use of classroom resources (eg. personnel, time, materials, facilities)

V. Establishes and maintains a professional leadership role

- A. Improves professional skills and knowledge
- B. Takes a leadership role in improving education
- C. (Screening only)[1] Performs professional responsibilities efficiently

VI. (Screening only) [1]Communicates effectively

- A. Writes clearly and correctly
- B. Communicates oral information effectively
- C. Reads professionally relevant literature/materials with comprehension.[2]

[1]Minimal competency skills for consideration by the Interim Commission
[2]Recommended by Dr. W. James Popham

Figure 1

Liberal Education and Preparation for Work

Newman Liberal Education Objectives	Klemp Competence and Characteristics for Work
Communication Skills	Communication Skills
Critical Thinking	Information Processing Skills Conceptualizing Skills
Preparation for Work	
Learning How to Learn	Ability to Learn From Experience
Cross Cultural Understanding	Ability to Understand Many Sides of a Complex Issue
Empathy, Understanding and Respect for Others	Accurate Empathy Positive Regard for Others
Loyalty and Intimacy	Giving Assistance Controlling Impulsive Feelings
Sense of Self in Social and Historical Context	Define Oneself as Actor, Cognitive Initiative, Proactive Stance
Clarity of Values, Integrity	

BEST COPY AVAILABLE

Table 1. Some Milestones of Ego Development

Stage	*Code*	*Impulse Control, Character Development*	*Interpersonal Style*	*Conscious Preoccupations*	*Cognitive Style*
Presocial			Autistic		
Symbiotic	I-1		Symbiotic	Self vs. non-self	
Impulsive	I-2	Impulsive, fear of retaliation	Receiving, dependent, exploitative	Bodily feelings, especially sexual and aggressive	Stereotyping, conceptual confusion
Self-Protective	Δ	Fear of being caught, externalizing blame, opportunistic	Wary, manipulative, exploitative	Self-protection, trouble, wishes, things, advantage, control	
Conformist	I-3	Conformity to external rules, shame, guilt for breaking rules	Belonging, superficial niceness	Appearance, social acceptability, banal feelings, behavior	Conceptual simplicity, stereotypes, cliches
Conscientious-Conformist	I-3/4	Differentiation of norms, goals	Aware of self in relation to group, helping	Adjustment, problems, reasons, opportunities (vague)	Multiplicity
Conscientious	I-4	Self-evaluated standards, self-criticism, guilt for consequences, long-term goals and ideals	Intensive, responsible, mutual, concern for communication	Differentiated feelings, motives for behavior, self-respect, achievements, traits, expression	Conceptual complexity, idea of patterning
Individualistic	I-4/5	*Add:* Respect for individuality	*Add:* Dependence as an emotional problem	*Add:* Development, social problems, differentiation of inner life from outer	*Add:* Distinction of process and outcome
Autonomous	I-5	*Add:* Coping with conflicting inner needs, toleration	*Add:* Respect for autonomy, interdependence	Vividly conveyed feelings, integration of physiological and psychological, psychological causation of behavior, role conception, self-fulfillment, self in social context	Increased conceptual complexity, complex patterns, toleration for ambiguity, broad scope, objectivity
Integrated	I-6	*Add:* Reconciling inner conflicts, renunciation of unattainable	*Add:* Cherishing of individuality	*Add:* Identity	

NOTE: "*Add*" means in addition to the description applying to the previous level.

Loevinger, Jane Ego Development, Jossey-Bass Publishers, San Francisco, 1976, pp 24-25

BEST COPY AVAILABLE

Table 2. Adult Development and Higher Education

Ego Development	*Moral Development*	*Intellectual Development*	*Motive for Education*	*Locus of Knowledge*	*Test of Knowledge*
Self-protective, opportunistic	Obedience, punishment oriented, dualism	Acquisitive	Instrumental, satisfy immediate needs	A possession that helps one get desired ends, ritualistic actions that yield solutions	Education is to get humans to concrete ends, used by self to obtain effects in the world
Conformist	Instrumental egoism, exchange, and approval ("good boy") oriented, multiplicity		Impress significant others, gain social acceptance, obtain credentials and recognition	Objective truth given by authority, general information required for social roles	Education is for social approval, acquisition status used by self to achieve according to expectations and standards of significant others
Conscientious	Authority, rule, and social-order oriented, relativism	Achieving role independence	Achieve competence re competitive or normative standards, increase capacity to meet social responsibilities	"Know how" personal skills in problem solving, divergent views resolved by rational processes	Education is for competence in work and social role, used to achieve internalized standards of excellence and to serve society
Autonomous	Social contract and legalistic oriented	Responsible, executive	Deepen understanding of self, world, and life cycle, develop increasing capacity to manage own destiny	Personally generated insight about self and nature of life, subjective and dialectical, paradox appreciated	Education is for becoming self-knowledge, self-development, used to transform self and the world
Integrated	Moral principle oriented, commitments in relativism	Reintegrative			

Source of Knowledge	*Learning Process*	*Teaching Practices*	*Student-Faculty Relationships*	*Source of Evaluation*	*Institutional Function*
From external authority, from asking how to get ahead	Imitation, acquire information, competence, as given by authority	Lecture-examination system	Teacher is authority transmitter, judge, student is receiver, judged	By teacher only	Arouse attention and maintain interest, show how things should be done
From external authority, from asking what others expect and how to please		Teacher-led dialogue or discussion Open, "leaderless," "learner-centered" discussion		By teacher only	Provide predetermined information and training programs, certify skills and knowledge
			Teacher is a "model" for student identification	By teacher and peers	
Personal integration of information based on rational inquiry, from setting goals, from asking what is needed for things to work, and why	Discover correct answers through scientific method and logical analyses, multiple views recognized but congruence and simplicity sought	Programmed learning, correspondence study, televised instruction	"Teacher" is abstraction behind system, student is recipient	By system	Provide structured programs that offer concrete skills and information, opportunities for rational analysis, and practice, all of which can be evaluated and certified
Personal experience and reflection, personally generated paradigms, insights, judgments	Seek new experiences, reorganize past conceptions on the basis of new experiences, develop new paradigms, create new dialectics	Contract learning with objectives, time, activities, and evaluation negotiated between student and teacher at the outset and held throughout	Teacher is resource contributing to planning and evaluation, student defines purposes	By teacher, peers, system, and self, with teacher the final judge	Ask key questions, pose key dilemmas, confront significant discontinuities and paradoxes, foster personal experience and personally generated insights
		Contract learning with objectives, time, activities, and evaluation defined generally by the student and modified with experience	Teacher has collegial relationship with student, student defines purposes and criteria for evaluation	By teacher, peers, system, and self, with self the final judge	

From: Chickering, A. W., (Ed.) Conclusion in The Modern American College, pp 778, 779, Jossey-Bass Publishers, Inc., San Francisco, 1981

BEST COPY AVAILABLE